

Westminster Middle

501 Westminster Hwy
Westminster, South Carolina 29693

Grades 6-8 Middle School

Enrollment 452 Students

Principal Paul M. Ricciardi 864-647-3050

Superintendent Dr. Valerie Truesdale 864-886-4400

Board Chair Harry B. Mays, Jr. 864-972-3629

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	5	34	6

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	No

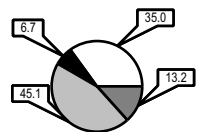
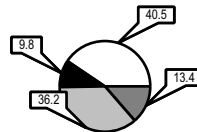
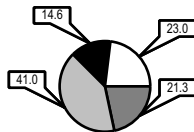
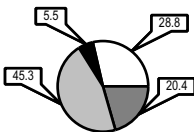
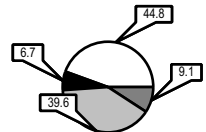
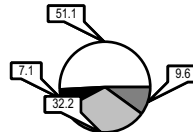
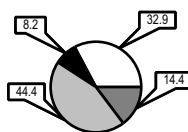
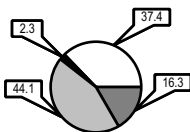
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	95.8
English 1	N/A	91.6
Biology 1/Applied Biology 2	N/A	55.9
Physical Science	N/A	43.6
All Subjects	100.0	93.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	438	99.1	28.4	45.5	20.5	5.5	35.9	Yes	Yes
Gender									
Male	234	99.6	36.0	42.8	16.2	5.0	29.7	N/A	N/A
Female	204	98.5	19.7	48.7	25.4	6.2	43.0	N/A	N/A
Racial/Ethnic Group									
White	393	99.0	28.4	44.3	21.6	5.7	37.0	Yes	Yes
African American	31	100.0	22.6	61.3	9.7	6.5	25.8	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	60.0	40.0	0.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	412	99.3	24.6	47.8	21.7	5.9	37.6	N/A	N/A
Disabled	26	96.2	91.7	8.3	0.0	0.0	8.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	438	99.1	28.4	45.5	20.5	5.5	35.9	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	435	99.1	27.9	45.9	20.6	5.6	36.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	260	98.5	37.2	43.8	15.3	3.7	26.4	No	Yes
Full-pay meals	178	100.0	16.2	48.0	27.7	8.1	49.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	438	98.9	22.7	41.2	21.4	14.7	48.0	Yes	Yes
Gender									
Male	234	99.6	23.4	41.0	19.8	15.8	45.9	N/A	N/A
Female	204	98.0	21.8	41.5	23.3	13.5	50.3	N/A	N/A
Racial/Ethnic Group									
White	393	98.7	21.9	39.2	23.5	15.4	49.5	Yes	Yes
African American	31	100.0	35.5	54.8	0.0	9.7	32.3	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	20.0	70.0	10.0	0.0	30.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	412	99.0	18.9	42.7	22.8	15.6	50.6	N/A	N/A
Disabled	26	96.2	83.3	16.7	0.0	0.0	4.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	438	98.9	22.7	41.2	21.4	14.7	48.0	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	435	98.9	22.3	41.3	21.6	14.8	48.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	260	98.1	31.0	40.9	18.2	9.9	39.7	Yes	Yes
Full-pay meals	178	100.0	11.0	41.6	26.0	21.4	59.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	438	98.9	40.2	36.4	13.5	9.9	23.4
Gender							
Male	234	99.6	38.7	34.2	14.4	12.6	27.0
Female	204	98.0	42.0	38.9	12.4	6.7	19.2
Racial/Ethnic Group							
White	393	98.7	38.6	37.0	13.8	10.5	24.3
African American	31	100.0	54.8	35.5	3.2	6.5	9.7
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	60.0	20.0	20.0	0.0	20.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	412	99.0	37.6	37.9	14.1	10.5	24.6
Disabled	26	96.2	83.3	12.5	4.2	0.0	4.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	438	98.9	40.2	36.4	13.5	9.9	23.4
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	435	98.9	40.0	36.4	13.6	10.0	23.5
Socio-Economic Status							
Subsidized meals	260	98.1	51.7	33.1	9.9	5.4	15.3
Full-pay meals	178	100.0	24.3	41.0	18.5	16.2	34.7

Social Studies							
All Students	438	98.9	34.7	45.3	13.3	6.7	20.0
Gender							
Male	234	99.6	33.3	43.7	14.9	8.1	23.0
Female	204	98.0	36.3	47.2	11.4	5.2	16.6
Racial/Ethnic Group							
White	393	98.7	34.3	44.9	13.5	7.3	20.8
African American	31	100.0	38.7	51.6	9.7	0.0	9.7
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	50.0	30.0	10.0	10.0	20.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	412	99.0	32.0	47.1	13.8	7.2	21.0
Disabled	26	96.2	79.2	16.7	4.2	0.0	4.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	438	98.9	34.7	45.3	13.3	6.7	20.0
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	435	98.9	34.5	45.4	13.3	6.8	20.1
Socio-Economic Status							
Subsidized meals	260	98.1	44.6	41.3	10.7	3.3	14.0
Full-pay meals	178	100.0	20.8	50.9	16.8	11.6	28.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	98.6	39.3	35.6	24.4	0.7	25.2
	7	177	98.3	31.5	57.0	11.5	0.0	11.5
	8	153	100.0	21.5	50.0	25.7	2.8	28.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	1	100.0	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	139	99.3	23.3	33.1	30.1	13.5	43.6
	7	137	98.5	35.1	48.1	16.0	0.8	16.8
	8	161	99.4	27.2	54.3	15.9	2.6	18.5
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	99.3	16.2	50.0	25.0	8.8	33.8
	7	177	98.9	21.8	38.2	20.6	19.4	40.0
	8	153	100.0	23.6	56.3	14.6	5.6	20.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	1	100.0	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	139	99.3	18.8	33.8	27.8	19.5	47.4
	7	137	98.5	20.6	41.2	21.4	16.8	38.2
	8	161	98.8	27.8	47.7	15.9	8.6	24.5
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	99.3	36.0	33.8	15.4	14.7	30.1
	7	177	98.3	37.2	45.1	12.2	5.5	17.7
	8	153	100.0	29.9	40.3	16.7	13.2	29.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	1	100.0	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	139	99.3	35.3	30.8	17.3	16.5	33.8
	7	137	98.5	46.6	32.8	16.0	4.6	20.6
	8	161	98.8	39.1	44.4	7.9	8.6	16.6
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	99.3	52.9	37.5	8.8	0.7	9.6
	7	177	98.3	42.7	45.1	9.1	3.0	12.2
	8	153	100.0	35.4	47.2	13.2	4.2	17.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	1	100.0	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	139	99.3	23.3	52.6	16.5	7.5	24.1
	7	137	98.5	56.5	40.5	2.3	0.8	3.1
	8	161	98.8	25.8	43.0	19.9	11.3	31.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 452)				
Students enrolled in high school credit courses (grades 7 & 8)	7.3%	Down from 8.5%	13.7%	16.7%
Retention rate	0.7%	Down from 1.6%	3.0%	2.5%
Attendance rate	95.8%	Up from 95.4%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 8.3%	1.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 7.9%	1.3%	1.0%
Eligible for gifted and talented	22.0%	Up from 13.9%	12.5%	15.6%
On academic plans	39.5%	N/AV	51.9%	39.9%
On academic probation	0.7%	N/AV	0.9%	0.7%
With disabilities other than speech	6.4%	Down from 18.9%	13.0%	12.4%
Older than usual for grade	4.0%	Up from 3.6%	6.7%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	No change	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	63.6%	Up from 57.6%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	20.9%	N/A	10.9%	9.1%
Teachers with emergency or provisional certificates	0.0%	No change	7.1%	5.6%
Teachers returning from previous year	92.3%	Up from 89.7%	82.3%	84.6%
Teacher attendance rate	93.8%	Down from 95.9%	94.9%	94.8%
Average teacher salary	\$42,455	Up 5.4%	\$41,119	\$42,267
Prof. development days/teacher	7.0 days	Up from 5.4 days	11.7 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	2.5	3.0
Student-teacher ratio in core subjects	21.3 to 1	No change	20.3 to 1	21.1 to 1
Prime instructional time	88.8%	Down from 91.0%	89.1%	89.0%
Dollars spent per pupil*	\$7,715	Up 18.3%	\$6,057	\$6,243
Percent of expenditures for teacher salaries*	58.2%	Down from 63.0%	61.1%	59.8%
Percent of expenditures for instruction*	62.4%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.0%	Down from 98.1%	96.7%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Westminster Middle is committed to providing diverse learning experiences that teach critical and creative thinking, so that our students will become productive, competent, and responsible lifelong learners. Our students are afforded the opportunity to experience the highest levels of course work available. In addition, our students are required to take two Exploratory classes each day, as we also feel it is critical that students participate in a variety of fine arts programs and extracurricular activities such as Band, Art, Chorus, Strings, PE, Gateway to Technology, Computer Science, Girls' and Boys' Basketball, Cheerleading, Football, and Athletics at the high school level.

Looking back on this year, we are very proud of our many accomplishments and have a clear understanding of the areas in need of attention for the upcoming year. A major focus of our school improvement plan is to involve parents. We continued to host a parents' night at the end of each nine-week grading period, an Awards Day Picnic that includes parent participation, and as our report card indicates by the number of parent conferences, we were successful in involving parents in their children's educations. We also host a parent/student orientation night for our rising sixth graders called Step Up To Middle School.

We completed the second year of our new school-wide discipline program. Our Positive Behavior Intervention Support Program is a proactive approach, which research has shown decreases discipline referrals and at the same time, increases student achievement. As the name implies, our school focused on positive student behavior rather than negative behavior.

A comprehensive remediation program will continue in both Math and English/Language arts using Accelerated Math (AM) and Terrific Six during and after school remediation programs. We have extended our Reading Strategist Teacher to a full-time position to serve more students throughout the day. We will also be offering Pre-Algebra to our accelerated sixth grade math students and Algebra 1 to our accelerated seventh grade students.

We had a number of students win awards in our District completion in writing, science and art. We appreciate the support of the community and our diligent School Improvement Committee in assisting us in the activities of the school and achievement of our goals.

Paul M. Ricciardi, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	146	29
Percent satisfied with learning environment	94.3%	68.3%	75.9%
Percent satisfied with social and physical environment	85.7%	65.0%	44.8%
Percent satisfied with school-home relations	68.6%	77.8%	43.5%

*Only students at the highest middle school grade level at this school and their parents were included.